Subject Index

Bibliographies

Durst, Russel K. & Marshall, James D. Annotated bibliography of research in the teaching of English. *25*(4), 497–509.

Marshall, James D. & Durst, Russel K. Annotated bibliography in research in the teaching of English. *25*(2), 236–253.

Language and Literacy

McCarthy, Lucille Parkinson & Fishman, Stephen M. Boundary conversations: Conflicting ways of knowing in philosophy and interdisciplinary research. *25*(4), 419–468.

Pellegrini, A. D.; Galda, Lee; Dresden, Jana; & Cox, Susan. A longitudinal study of the predictive relations among symbolic play, linguistic verbs, and early literacy. *25*(2), 219–235.

Reyes, María de la Luz. A process approach to literacy using dialogue journals and literature logs with second language learners. *25*(3), 291–313.

Literature

Nystrand, Martin & Gamoran, Adam. Instructional discourse, student engagement, and literature achievement. *25*(3), 261–290.

Zancanella, Don. Teachers reading/readers teaching: Five teachers' personal approaches to literature and their teaching of literature. *25*(1), 5–32.

Writing

Ackerman, John M. Reading, writing, and knowing: The role of disciplinary knowledge in comprehension and composing. *25*(2), 133–178.

Bacig, Thomas; Evans, Robert A.; & Larmouth, Donald W. Computer-Assisted instruction in critical thinking and writing: A process/model approach. *25*(3), 365–382.

Cox, Beverly E.; Shanahan, Timothy; & Tinzmann, Margaret B. Children's knowledge of organization, cohesion, and voice in written exposition. *25*(2), 179–218.

Crowhurst, Marion. Interrelationships between reading and writing persuasive discourse. *25*(3), 314–338.

Dyson, Anne Haas. Viewpoints: The word and the world—Reconceptualizing written language development or do rainbows mean a lot to little girls? *25*(1), 97–123.

Kirsch, Gesa. Writing up and down the social ladder: A study of experienced writers composing for contrasting audiences. *25*(1), 33–53.

Schumacher, Gary M. & Nash, Jane Gradwohl. Conceptualizing and measuring knowledge change due to writing. *25*(1), 67–96.

Smagorinsky, Peter. The writer's knowledge and the writing process: A protocol analysis. *25*(3), 339–364.

Spivey, Nancy Nelson. The shaping of meaning: Options in writing the comparison. *25*(4), 390–418.

Sweigart, William. Classroom talk, knowledge development, and writing. *25*(4), 469–496.

Wallace, David L. & Hayes, John R. Redefining revision for freshman. *25*(1), 54–66.

Subject Index

Bibliographies

Durst, Russel K. & Marshall, James D. Annotated bibliography of research in the teaching of English. *25*(4), 497–509.

Marshall, James D. & Durst, Russel K. Annotated bibliography in research in the teaching of English. *25*(2), 236–253.

Language and Literacy

McCarthy, Lucille Parkinson & Fishman, Stephen M. Boundary conversations: Conflicting ways of knowing in philosophy and interdisciplinary research. *25*(4), 419–468.

Pellegrini, A. D.; Galda, Lee; Dresden, Jana; & Cox, Susan. A longitudinal study of the predictive relations among symbolic play, linguistic verbs, and early literacy. *25*(2), 219–235.

Reyes, María de la Luz. A process approach to literacy using dialogue journals and literature logs with second language learners. *25*(3), 291–313.

Literature

Nystrand, Martin & Gamoran, Adam. Instructional discourse, student engagement, and literature achievement. *25*(3), 261–290.

Zancanella, Don. Teachers reading/readers teaching: Five teachers' personal approaches to literature and their teaching of literature. *25*(1), 5–32.

Writing

Ackerman, John M. Reading, writing, and knowing: The role of disciplinary knowledge in comprehension and composing. *25*(2), 133–178.

Bacig, Thomas; Evans, Robert A.; & Larmouth, Donald W. Computer-Assisted instruction in critical thinking and writing: A process/model approach. *25*(3), 365–382.

Cox, Beverly E.; Shanahan, Timothy; & Tinzmann, Margaret B. Children's knowledge of organization, cohesion, and voice in written exposition. *25*(2), 179–218.

Crowhurst, Marion. Interrelationships between reading and writing persuasive discourse. *25*(3), 314–338.

Dyson, Anne Haas. Viewpoints: The word and the world—Reconceptualizing written language development or do rainbows mean a lot to little girls? *25*(1), 97–123.

Kirsch, Gesa. Writing up and down the social ladder: A study of experienced writers composing for contrasting audiences. *25*(1), 33–53.

Schumacher, Gary M. & Nash, Jane Gradwohl. Conceptualizing and measuring knowledge change due to writing. *25*(1), 67–96.

Smagorinsky, Peter. The writer's knowledge and the writing process: A protocol analysis. *25*(3), 339–364.

Spivey, Nancy Nelson. The shaping of meaning: Options in writing the comparison. *25*(4), 390–418.

Sweigart, William. Classroom talk, knowledge development, and writing. *25*(4), 469–496.

Wallace, David L. & Hayes, John R. Redefining revision for freshman. *25*(1), 54–66.

Author Index

Ackerman, John M. Reading, writing, and knowing: The role of disciplinary knowledge in comprehension and composing. *25*(2), 133–178.

Bacig, Thomas; Evans, Robert A.; & Larmouth, Donald W. Computer-Assisted instruction in critical thinking and writing: A process/model approach. *25*(3), 365–382.

Cox, Beverly E.; Shanahan, Timothy; & Tinzmann, Margaret B. Children's knowledge of organization, cohesion, and voice in written exposition. *25*(2), 179–218.

Cox, Susan. See Pellegrini, A. D.

Crowhurst, Marion. Interrelationships between reading and writing persuasive discourse. *25*(3), 314–338.

Dresden, Janna. See Pellegrini, A. D.

Durst, Russel K. See Marshall, James D.

Durst, Russel K. & Marshall, James D. Annotated bibliography of research in the teaching of English. *25*(4), 497–509.

Dyson, Anne Haas. Viewpoints: The word and the world—Reconceptualizing written language development or do rainbows mean a lot to little girls? *25*(1), 97–123.

Evans, Robert A. See Bacig, Thomas D.

Fishman, Stephen M. See McCarthy, Lucille Parkinson

Galda, Lee. See Pellegrini, A. D.

Gamoran, Adam. See Nystrand, Martin.

Hayes, John R. See Wallace, David.

Kirsch, Gesa. Writing up and down the social ladder: A study of experienced writers composing for contrasting audiences. *25*(1), 33–53.

Larmouth, Donald W. See Bacig, Thomas D.

Marshall, James D. See Durst, Russel K.

Marshall, James D. & Durst, Russel K. Annotated bibliography in research in the teaching of English. *25*(2), 236–253.

McCarthy, Lucille Parkinson & Fishman, Stephen M. Boundary conversations: Conflicting ways of knowing in philosophy and interdisciplinary research. *25*(4), 419–468.

Nash, Jane Gradwohl. See Schumacher, Gary M.

Nystrand, Martin & Gamoran, Adam. Instructional discourse, student engagement, and literature achievement. *25*(3), 261–290.

Pellegrini, A. D.; Galda, Lee; Dresden, Janna; & Cox, Susan. A longitudinal study of the predictive relations among symbolic play, linguistic verbs, and early literacy. *25*(2), 219–235.

Reyes, María de la Luz. A process approach to literacy using dialogue journals and literature logs with second language learners. *25*(3), 291–313.

Schumacher, Gary M. & Nash, Jane Gradwohl. Conceptualizing and measuring knowledge change due to writing. *25*(1), 67–96.

Shanahan, Timothy. See Cox, Beverly.

Smagorinsky, Peter. The writer's knowledge and the writing process: A protocol analysis. *25*(3), 339–364.

Spivey, Nancy Nelson. The shaping of meaning: Options in writing the comparison. *25*(4), 390–418.

Sweigart, William. Classroom talk, knowledge development, and writing. *25*(4), 469–496.

Tinzmann, Margaret B. See Cox, Beverly E.

Wallace, David L. & Hayes, John R. Redefining revision for freshman. *25*(1), 54–66.

Zancanella, Don. Teachers reading/readers teaching: Five teachers' personal approaches to literature and their teaching of literature. *25*(1), 5–32.